

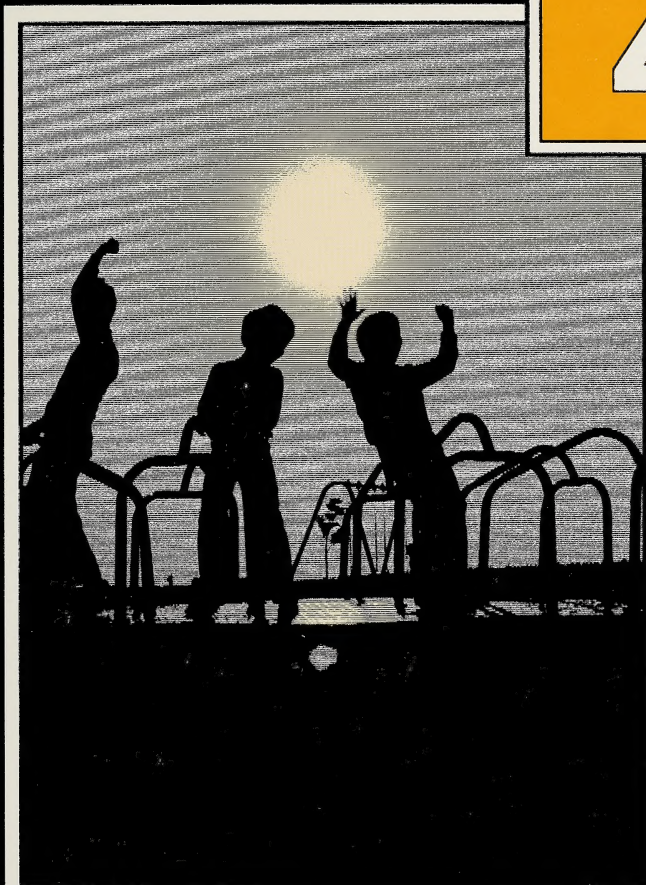


LANGUAGE LEARNING

LEVEL 5

MODULE

4



You and Me



Distance
Learning

Alberta
EDUCATION

MAY 21 1992

Language Learning Level 5

Module 4

You and Me

Language Learning Level 5
Student Module
Module 4
You and Me
Alberta Distance Learning Centre
ISBN No. 0-7741-0388-4

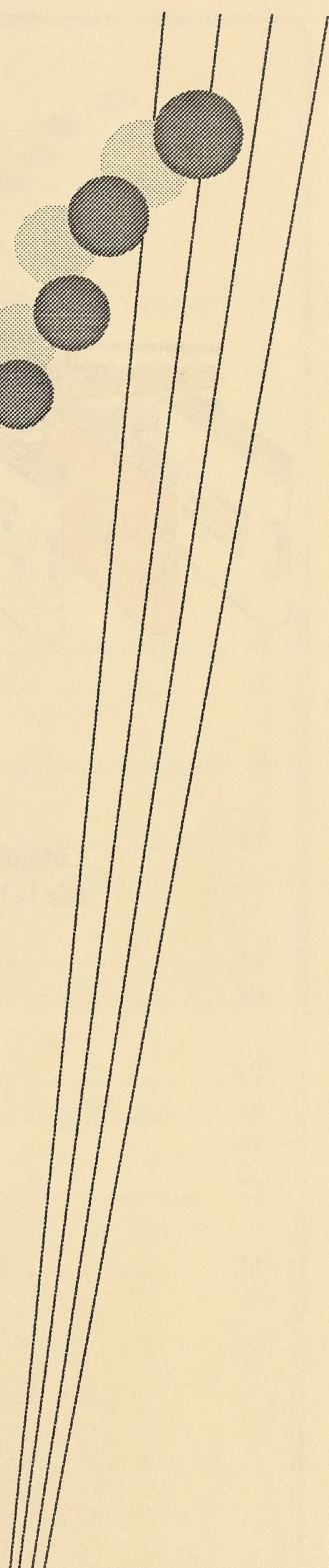
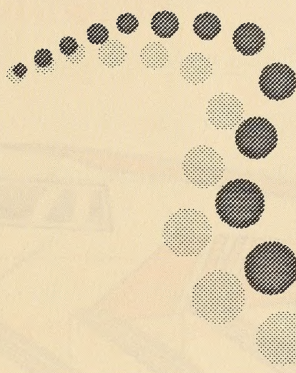
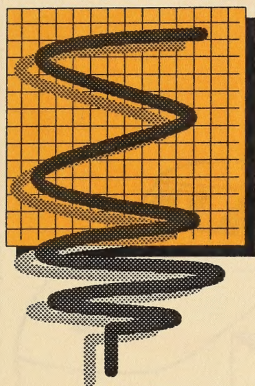
ALL RIGHTS RESERVED

Copyright © 1992, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form including photocopying (unless otherwise indicated) without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.



Welcome to Module 4

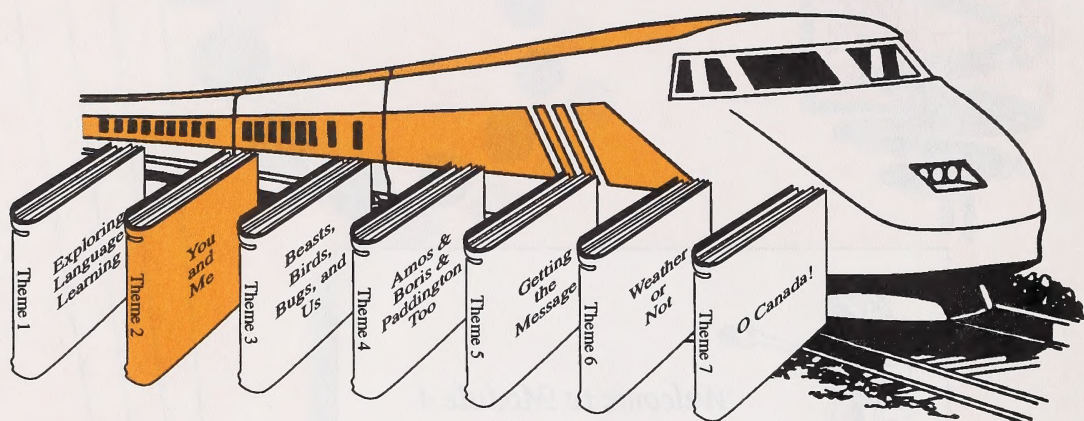
*In this module you will complete your study of **You and Me**.*

To make your learning a bit easier, a teacher will help guide you through the materials.

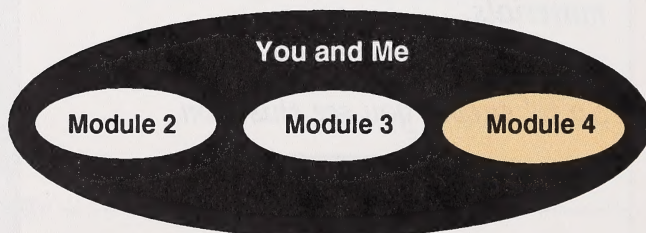
So whenever you see this icon,



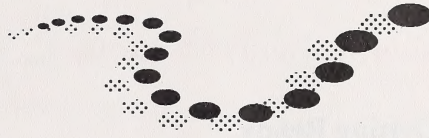
turn on your audiocassette player and listen to the companion audio program for Module 4.



Language Learning Level 5 has seven themes. The theme *You and Me* is in three modules.



Contents



MODULE 4	1
Evaluation	2
Section 1: Family Friends	3
Getting Ready	
Activity 1: Families	4
Exploring	
Activity 2: “Evon & Me”	6
Activity 3: Writing Captions	7
Taking Off	
Activity 4: A Special Person in Your Life	8
Section 2: Family Squabbles	13
Getting Ready	
Activity 1: Brothers and Sisters	14
Activity 2: A Survey	15
Exploring	
Activity 3: “I Like My Family But ...”	17
Activity 4: Role-Playing	19
Activity 5: An Experiment	21
Activity 6: “Attacking the Mess”	22
Taking Off	
Activity 7: Writing a Script	24

Section 3: Family Memories 27

Getting Ready

Activity 1: Thinking About a Special Place 28

Exploring

Activity 2: “Grandpa’s Workbench” 30

Activity 3: Sounding the Poem 34

Activity 4: “Grandma’s Garden” 35

Taking Off

Activity 5: Writing About a Special Place 36

Module Follow Up 39

Extra Help

Activity 1: Writing Captions – “Family Profile” 40

Activity 2: Using Tone of Voice 43

Activity 3: Visualizing – “Evon & Me” 47

Enrichment

Activity 4: Helping People With Disabilities 48

Activity 5: Role-Playing to Find Solutions 51

Activity 6: Writing Acrostic Poems 53

Activity 7: Writing a Play 54

Module Conclusion 57

Module 4 Assignments 57

SUMMARY OF THE THEME 59

MODULE 4

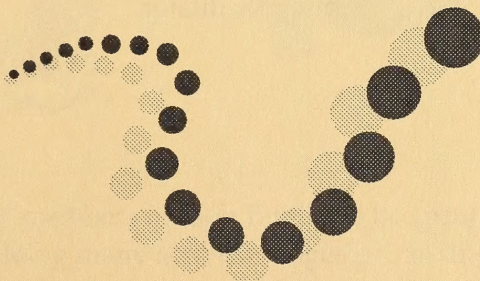
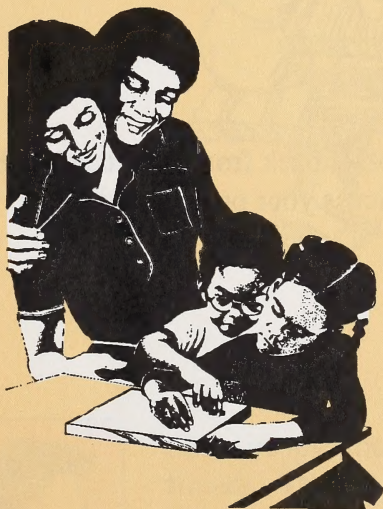
Module 4 contains three sections:

**Section 1:
Family
Friends**

**Section 2:
Family
Squabbles**

**Section 3:
Family
Memories**

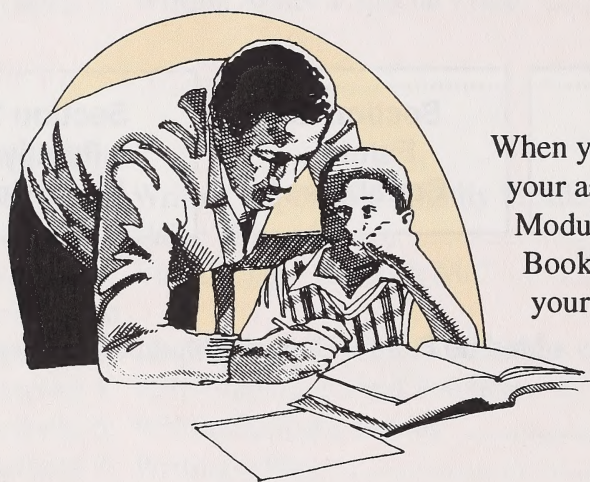
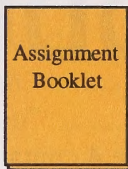
It also contains a Module Follow Up and a Module Conclusion.





Evaluation

When you have completed the activities in this module, you will be asked to work in your Module 4 Assignment Booklet.



When you have completed all your assignments in your Module 4 Assignment Booklet, share them with your teacher.

When you get the assignment booklet back from your teacher, be sure to read the comments and discuss your progress with your learning facilitator.

Family Friends

1



Some people consider members of their family to be special friends. They enjoy doing many activities together. In this section you will read about two brothers who are close friends and write about a special person in your life.



Getting Ready

Activity 1: Families

Here are some pictures of several families. What activities do you think the members of these families enjoy doing together?



Draw a picture or find a photograph of your family.



Share your picture or photograph with your learning facilitator and others. Talk about activities you enjoy doing with your family. Discuss the ways family members can be special friends.



Exploring



Activity 2: “Evon & Me”

Now look at the photographs of two members of another family on pages 35 to 38 of *Tickle the Sun*, and read the first paragraph of “Evon & Me.”



Discuss these questions:

- Who is the *me* in “Evon & Me”?
- What did you learn about Evon from the photographs?
- What did you learn about Evon from the first paragraph?
- What else would you like to know about Evon?



Read the rest of “Evon & Me” and then discuss questions like these:

- Which of your questions about Evon were answered in the article?
- What was the most interesting fact you found out about Evon?
- Do you think it is a good idea to treat Evon the same as the other children in the family? Why or why not?
- Why do you think people stare at someone who is handicapped? What do you think of the way Linton and Evon handle that kind of situation? What would you do?
- Would you like to have Linton or Evon as a brother? Why?
- What do you think Linton means when he says, “I think everybody has a handicap in one thing or another”? Do you agree with Linton? Give a reason for your answer.



Activity 3: Writing Captions

The photographs are an important part of articles like “Evon & Me.” They help to give additional information. For example, you learn what Evon and Linton look like from the photographs. You also see the special relationship and affection between the brothers.

Some magazine articles have captions below the photographs. A **caption** is a short written description that tells the main idea of the photograph.

Sometimes a sentence from the article is used as a caption.



What sentence from “Evon & Me” could be used as a caption for each of the following photographs?

- photograph on page 35
- large photograph on pages 36 and 37
- top photograph on page 37
- bottom photograph on page 37
- top photograph on page 38
- bottom photograph on page 38

Try to find examples of other articles with photographs in magazines or newspapers. Look closely at the photographs to see if they have captions. Notice how the captions are worded and printed.



Talk about the photographs and captions with your learning facilitator and others.



Taking Off



Activity 4: A Special Person in Your Life

Who is a special person in your life?



In this activity you will write an article about this special person. You will probably want to include photographs or drawings to explain some of the ideas in your article.

Prewriting Stage

Decide what you want to tell your readers about your special person. You may want to get ideas by making drawings or collecting photographs. You may be able to use photographs that are in the family collection, or you may want to take your own photographs. These photographs can later be included in your finished article.



Writing Stage

Introduce your special person to your readers. Be sure to include enough details so your readers will feel they know the person.





Editing and Revising Stage

Ask others to read your article and give suggestions. You can also ask yourself questions like these:

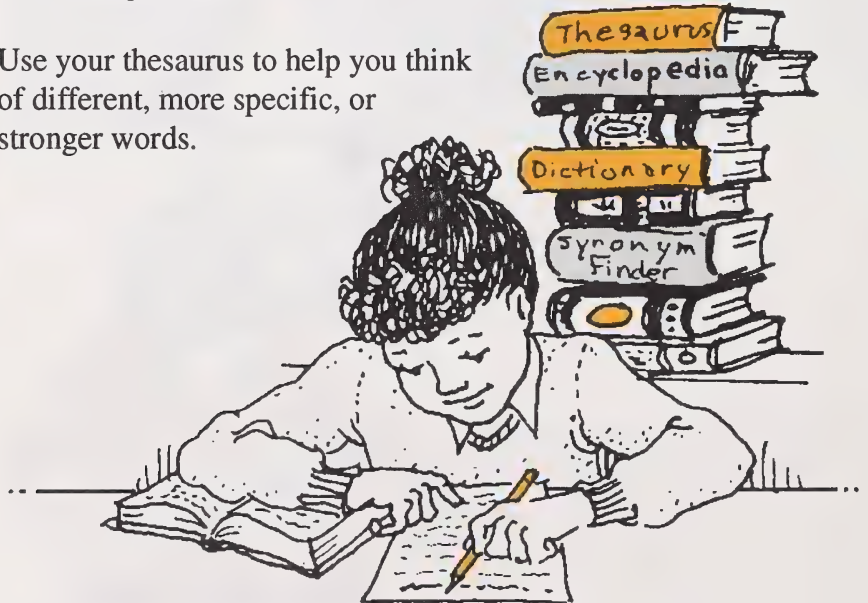
- Did I include enough interesting details about my special person?
- Should I leave some details out?
- Should I give some of the details in a different order?

Remember that how you write is as important as the details you give. Look at the words you used. Ask yourself questions like these:

- Did I repeat the same words? Can I use different words for variety?
- Did I use vague words like *nice*? Can I use more specific or stronger words?



Use your thesaurus to help you think of different, more specific, or stronger words.



Proofreading Stage

Remember the COPS acronym. Check the capitalization, overall appearance, punctuation, and spelling in your article.

- If your article is handwritten, the first line of each paragraph should be indented.

If you typed your article, you may indent the first line of each paragraph. However, you may wish to begin the first line of each paragraph at the margin and leave an extra space between paragraphs to separate them.

- The first word of each sentence should begin with a capital letter.
- The special person's name should begin with a capital letter.

Celebrating Stage

Surprise the special person in your life with your article. It could make that person's day!



PHOTO SEARCH LTD.

Note: You may wish to include your article with the assignment booklet for this module.

Family Squabbles

2



Most of the time family members get along well with each other. But sometimes there are little squabbles.

Do you always get along with your brother or sister? Do your friends ever complain about their brothers or sisters?



In this section you will explore family relationships. You will do a survey about brothers and sisters. You will use tone of voice and body language to role-play. You will also write a script.



Getting Ready

Activity 1: Brothers and Sisters

There are always little problems in families. For example, somebody won't get off the phone. Sometimes these problems lead to some pretty strong feelings and opinions.



PHOTO SEARCH LTD.

Think about questions like these:

- Do you have problems with your brothers and sisters?
- Which of these people causes most of your problems?
- Which situations cause most of the problems?
- When do most of your problems happen?
- How do you usually solve your problems?



Activity 2: A Survey

One way to find out how other children get along with their brothers and sisters is to ask people multiple-choice questions. This is called doing a **survey**.

When you do a survey, you should record the number of people who choose each answer. The easiest way to do this is to use tally marks. This means that you make a stroke beside the answer each time it is given.

Tally marks are easier to count if they are arranged in bundles of five. The first four tally marks are made up and down, and the fifth tally mark goes across the first four.

 represents 5.

 represents 7.



Do a survey using the following questions. Remember to make a tally mark beside an answer each time it is given.

1. Do you have problems with your brothers or sisters?
 - a. Yes
 - b. No

2. Which of these people causes most of your problems?
 - a. an older brother
 - b. a younger brother
 - c. an older sister
 - d. a younger sister

3. Which of these situations causes most of the problems?
 - a. watching TV programs
 - b. borrowing things without permission
 - c. winning or losing a game
 - d. not paying back money
 - e. breaking or losing things
 - f. breaking a promise
 - g. being late
 - h. not sharing
 - i. other

4. When do most of your problems happen?
 - a. after school
 - b. after dinner
 - c. on Saturday
 - d. on Sunday
 - e. other

5. How do you usually solve your problems?

- a. fighting
- b. talking
- c. asking parents for help
- d. asking brother or sister to help
- e. other¹



Count the tally marks and talk about the results of your survey with your learning facilitator and others.



Exploring

Activity 3: “I Like My Family But ...”



The selection “I Like My Family But ...” on page 18 of *Springboards 4* gives the comments of young people who are telling their feelings and opinions about family relationships. The children made these comments during conversations that were recorded.

As you silently read the words in the boxes, think about how the voices would sound if you could hear them. Would they sound angry, sad, happy, embarrassed, impatient, worried, or bossy? Try to hear the voices in your mind.

¹Ginn and Company for the activity adapted from *Journeys Activity Book 4*, written by J. Tuinman, M. Neuman, and S. Rich. Reprinted by permission of the Canadian publishers, Ginn and Company, a Division of Gulf and Western (Canada) Limited, Toronto, Ontario.



Listen to the first speech being read in several different tones of voice on the companion audiocassette.



Now experiment by using various tones of voice to read the other five comments aloud. When you have decided what tone of voice is appropriate for each comment, record your reading on an audiocassette.



Discuss your recorded readings with your learning facilitator and others. If possible, compare your readings with those of others who have done this activity.



Activity 4: Role-Playing

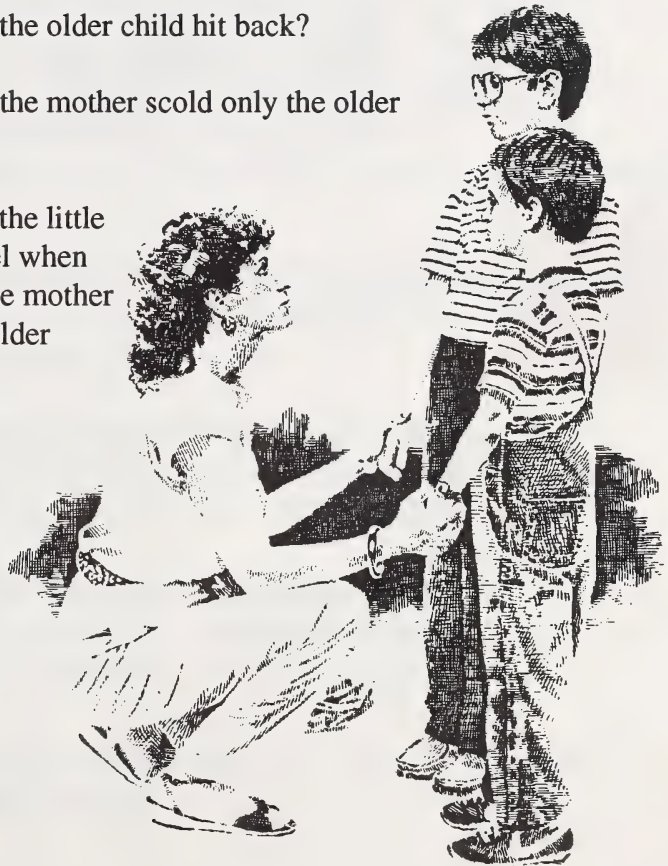
Each photograph on pages 18 and 19 of *Springboards 4* shows students role-playing a situation described in the written text.



Each child took on the role of another person. For example, in the first photograph one student was the mother, another the older child, and a third was the little brother.

To see the situation from the point of view of the people they were playing, the students began by discussing questions like these:

- Why does the little brother keep hitting the older child?
- Why does the older child hit back?
- Why does the mother scold only the older child?
- How does the little brother feel when he hears the mother scold the older child?



The students then decided what they would say and how they would behave as the people they were playing. To do this they discussed questions like these:

- How did the squabble begin?
- What did the children say during the argument? What gestures and tones of voice did they use?
- How did the little brother hit the older child? How did the older child hit back?
- How did the mother find out they were having a squabble?
- How did the children show their feelings when the mother scolded the older child?
- What happened when the mother went away?



With your learning facilitator or others discuss how the other situations can be role-played.

Role-play one of the situations. Ask your learning facilitator or others to comment on your use of appropriate gestures and tones of voice.

Use the suggestions to make any necessary changes. Then present the role-play again.



Activity 5: An Experiment

Do you like watching situation comedies about families? These sitcoms often show problem situations similar to those in “I Like My Family But”



Try doing the following experiment while watching your favourite family sitcom.

- Watch the first part of the program with the sound turned off. What tones of voice are being indicated by the facial expressions and body language?
- Listen to the middle part of the program with the sound on and your eyes closed. What facial expressions and body language are indicated by the tones of voice?
- Watch and listen to the last part of the program. Which helps you more to recognize how the characters are feeling – tone of voice, facial expressions, or body language?



With your learning facilitator and others discuss this experiment and what you discovered.



Activity 6: "Attacking the Mess"

Family sitcoms are first written in the form of a script. Read this example of a story written in script format.

Attacking the Mess

Characters: a woman and a young boy

Scene: *When the play begins, the woman and boy are climbing stairs inside their house. The boy is carrying a shovel and a flashlight. The woman is carrying a large basket.*

WOMAN (*Looking afraid and tense*): Well, we're almost there, and I'm shaking as usual. Have you got the shovel?

BOY (*Looking confused*): Yeah. But what are we taking a shovel upstairs for?

WOMAN: How about the flashlight?

BOY: I've got that too. But what for?

WOMAN: And I've got the basket. Robbie, you don't know how scared I get coming up here. I can hardly face it. I try not to think about it all week, but it's always in the back of my mind. Then comes Saturday and I break out in a cold sweat. I wish your father were here!

BOY: You don't have to get so worked up about it. It's just –

WOMAN (*Interrupting boy*): Wait a minute! Let me catch my breath before you open the door. I swear I heard sounds coming from this room yesterday when no one else was here.

BOY: You're imagining things. You ready? I'm gonna open the door now.

WOMAN (*As the door opens*): Aaaaah! Robbie, get back!

BOY: For cryin' out loud, Mom, it's only my room!

WOMAN: There's something moving in there!

BOY: There's nothing in there, Mom. It's just my clothes and stuff. I'll clean it up, I promise.

WOMAN (*Grabbing the boy*): Please don't go in there, Robbie! The last time I went in there, it felt like something was growing around me. And I couldn't find your closet – it disappeared!

BOY: Mom, I go in my room every day. I sleep there every night, remember? I know it's a bit of a mess, but it's okay. Now just give me the laundry basket and I'll pick everything up.

WOMAN (*Letting go of the boy*): Well, all right, but take the flashlight. And if you're not out in ten minutes, I'm calling the police. The shovel is here if you need it.

BOY: Give me a break, Mom. I'll meet you in the laundry room.

WOMAN: Be careful, son. You're my only child.

BOY: Very funny, Mom.

(The woman walks down the stairs, smiling and chuckling at the cleaning sounds coming from the bedroom.)



Discuss “Attacking the Mess” and the script format with your learning facilitator and others.



Taking Off



Activity 7: Writing a Script

Recall the situations in “I Like My Family But ...” on pages 18 and 19 of *Springboards 4*. In Activity 4 you role-played one of these situations, and you discussed how the other situations could be role-played.



In this activity you will write the dialogue for one of these situations in script format.

Prewriting Stage

You have already discussed the dialogue and action for each of the situations. But you will want to give the characters names and think about the details of the setting for the situation you choose to write in script format.

Writing Stage

*Elementary
Language
Learning
Handbook*

Write the dialogue in script format. You may find the information on writing plays in the *Elementary Language Learning Handbook* useful.



PHOTO SEARCH LTD.

Editing and Revising Stage

Ask others to help you read the script aloud. Make a check mark (✓) beside any parts that do not sound natural.

Think about questions like these:

- How can I rewrite the lines that do not sound natural?
- Have I included stage directions to tell the actors how they should behave?
- Have I included stage directions for sound effects?

Proofreading Stage

Ask a friend to help you check your capitalization, punctuation, and spelling. Also check the overall appearance by asking yourself questions like these:

- Did I write the character's names in capital letters followed by a colon?
- Did I enclose the stage directions in parentheses?

Celebrating Stage

Prepare a polished copy of your script. Then have fun performing your play for an audience.

Note: You may wish to include your script with the assignment booklet for this module.

Family Memories

3



Do you like looking at photographs and remembering what you have done and where you have been with your family? Sometimes a photograph can bring back many memories and feelings.

But you do not need to rely on photographs. Many family memories are stored in your mind.



In this section you will read a poem about a child's memory of a place he connects with his grandfather. You will also think and write about a place that reminds you of someone in your family.



Getting Ready

Activity 1: Thinking About a Special Place

Think about a place that you connect with a special someone in your family.

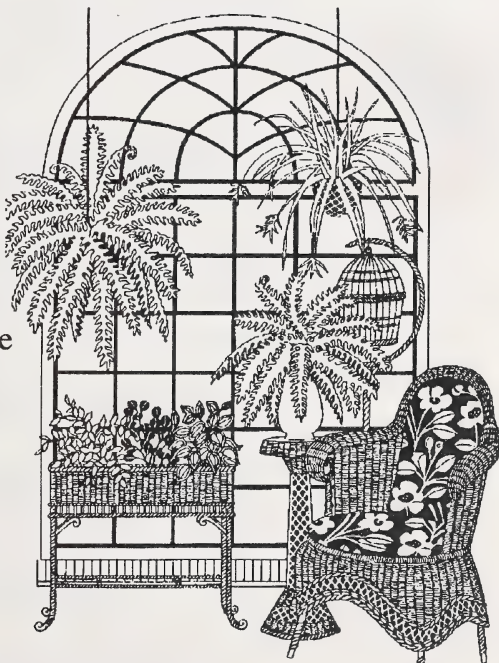
- It could be a tree house that you built with your brother, sister, or cousins.





- It could be a vacation or picnic spot that you have visited with your family.

- It could be a favourite room or place in your home – like the sun-warmed chair where your mother likes to read.



Try to see the place in your mind. Remember the main features of the place. Recall the smaller details – the colours, the sounds, the smells, and the textures. Think about how you felt when you were in this special place.

It might help to make quick sketches of the things you remember. This could help you picture the objects more clearly and remember more details.

Organize your thoughts about the special place on a web or a chart.

Store your sketches and web or chart in your binder. In Activity 5 you will write about your special place.



Exploring



Activity 2: “Grandpa’s Workbench”

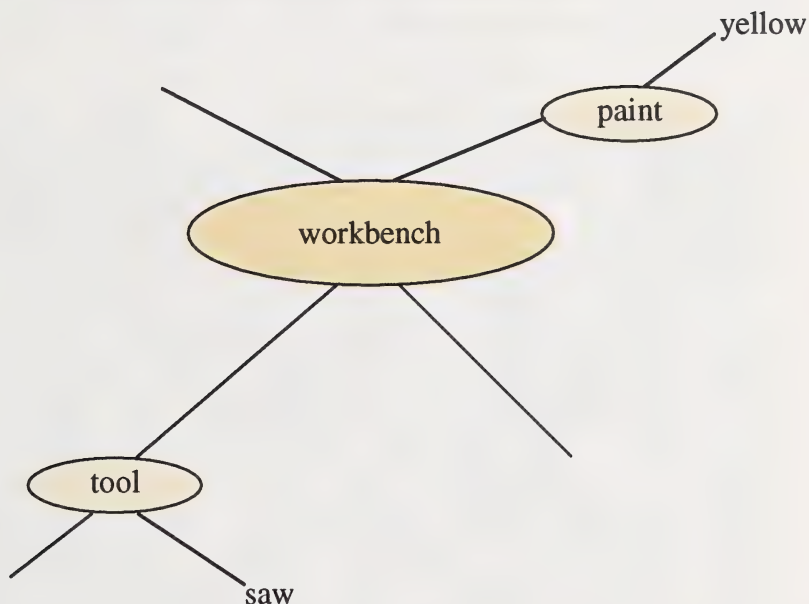
When Jeffery Dick was in grade 6, he wrote a poem about a place that he connects with a special person in his life.

Try to imagine this place as you listen to “Grandpa’s Workbench” being read on the companion audiocassette. Listen to the poem twice – once with your eyes open and once with your eyes closed.

Did you see a clearer picture with your eyes opened or closed?

Make a web of all the details you visualized about the workbench.

You could begin your web like this.



Now read the poem “Grandpa’s Workbench” silently. It is on page 20 of *Springboards 4*. Check to be sure all the details from the poem are on your web.

Think about these questions to add more details to the web.

- What other paint cans might be on the workbench to make a “spectrum of colour”?
- What other containers might there be besides a “scrap wood box”? What might be in the containers?
- What things might Jeffery and his grandfather have built and painted?
- What might the room smell like?
- Where might the workbench be located?



Look at the picture of the workbench on page 20 of *Springboards 4*. The illustrator has drawn a birdhouse on the workbench. What did you imagine Grandpa and Jeffery making at the workbench?





Discuss your web with your learning facilitator and others. Then talk about the feelings and the structure of the poem. Discuss questions like these:

- Why do you suppose Jeffery wrote this poem?
- How do you think Jeffery felt about his grandpa?
- What is the same about the first four stanzas? What do they all tell about?
- In what way is the last stanza different? Why do you think Jeffery wrote this stanza differently from the others? What is he expressing here?



Activity 3: Sounding the Poem

Try to imagine Jeffery and his grandfather working at the workbench. Think about questions like these:

- What sound would each tool make? For example, what sound would a saw make?
- How could you imitate these sounds?

Work with a partner or a group. One person or group should read the poem aloud while the other person or group makes sound effects. Remember to vary your voice tone to suit the feeling expressed.





Activity 4: "Grandma's Garden"

Special places can be described in paragraphs as well as poems. Read this paragraph, and think about how the writer makes you see her grandma's garden.

Grandma's Garden

Grandma's garden was always a beautiful work of art. She planted vegetables and flowers together in such a way that you couldn't tell where the vegetables ended and the flowers began. Flowering bushes formed a border around the whole garden. The plants went from short in the front to tall in the back so that everything in the garden could be seen. Grandma chose her flowers so that there was always something blooming from spring to fall. The colours of the blooming flowers went together well and made interesting patterns. I'll never forget the way people passing by would stop and stare at that garden.



Discuss "Grandma's Garden." Talk about questions like these:

- What details did the writer include to describe the garden?
- What is the purpose of the first sentence of the paragraph?
- What is the purpose of the last sentence of the paragraph?



Taking Off



Activity 5: Writing About A Special Place

In this activity you will write a poem or paragraph describing your special place.

Prewriting Stage

You have already done much of the planning. You can use the ideas on your web from Activity 1 for your poem or paragraph.

Writing Stage

Try to choose vivid words that will help your readers to picture your special place and how it made you feel.

Revising and Editing Stage

Read your paragraph to others and ask for their suggestions. You may be particularly interested in their answers to these questions:

- Does my description help you visualize my special place?
- What could I do to help you imagine the place better?
- Does my description help you to understand my feelings about the place or people in the place?

Proofreading Stage

Remember the COPS acronym and check the capitalization, overall appearance, punctuation, and spelling.

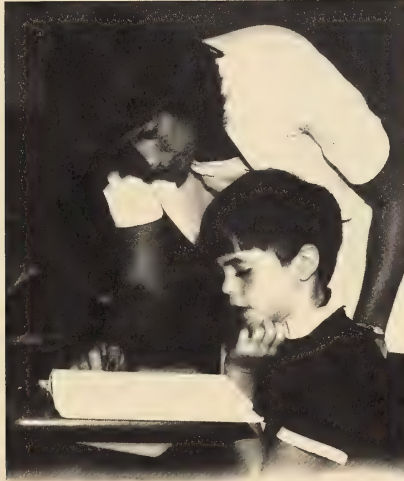
If you are writing a poem, you will probably want to capitalize the first word in each line.

Celebrating Stage

Make a polished copy of your poem or paragraph. You could put a decorative border around it and put it on display.

Note: You may wish to include your paragraph with the assignment booklet for this module.

Module Follow Up



Do you need more help or practice with these skills from Module 4?

- writing captions to summarize the main idea
- using tones of voice to express feelings
- visualizing a word picture

Would you like to extend some of the ideas from Module 4 by doing these activities?



- investigating how your community helps handicapped people
- role-playing to find solutions
- writing acrostic poems
- writing a play



Talk to your learning facilitator about which Extra Help and Enrichment activities you should do.



Extra Help



Activity 1: Writing Captions – “Family Profile”

In Section 1 you read the article “Evon & Me,” and you looked at the photographs to learn about Evon and Linton. You learned that sometimes the photographs in articles have captions. A caption is a short explanation that summarizes the main idea of the photograph.

Read the article “Family Profile.” Use a sentence from the article as a caption for each photograph.



CIDA Photo: Hélène Tremblay, Samoa

Family Profile

My name is Lafi Sipapa. I am a 10-year-old boy living on a Samoan Island. Samoa is a mountainous 14-island archipelago in the middle of the Pacific Ocean.

There are some European and Chinese people living in Samoa. The official languages here are Samoan and English.

I have a large family.
My father is Matautia
Sipapa. He does not live
with us. He works
outside the country where
he can earn money and
send it to my mother so
she can take care of us
all. My mother's name is
Sasa'e Sipapa.

I have 4 sisters:
Sulemoni, age 19, Faatupu,
16, Seutaatia, 9, Taliilagi,
7.

I also have 2 older
brothers: Fa'aali, 15 and
Molimau, 13.

Then there are also my
cousins who live with us
and are part of the family.
So much so that I call
them my sisters. They are
Sesilia Lemusu, age 11,
and Fatuoaga Lemusu, 9.

And naturally I can't
forget my grandparents
who live with us: Lafi
Onesemo, 82, and Vaoiva
Lemusu, 69.

And my grandmother
has adopted Niutuiatua
Onesemo, who is 7. She
really spoils him!



CIDA Photo: Hélène Tremblay, Samoa



CIDA Photo: Hélène Tremblay, Samoa



CIDA Photo: Hélène Tremblay, Samoa

We have three houses, not counting the kitchen-*fale* on our small coconut plantation. The biggest house is the *palagi-fale*. *Palagi* means foreign, so *palagi-fale* is what we call the houses built with the style and materials used by foreigners.

The other two houses are built samoan-style. Our houses have just a roof and a wooden floor covered with straw mats. There are no walls. This way we can see everything happening around us. I prefer the samoan-style houses. I find it hot in the foreign house and I also find that the cement floor is too hard to sleep on.¹



Discuss the article and your captions with your learning facilitator and others.

¹ Adapted from an article in *Somewhere Today*, December 1989. Published with permission of the Canadian International Development Agency.

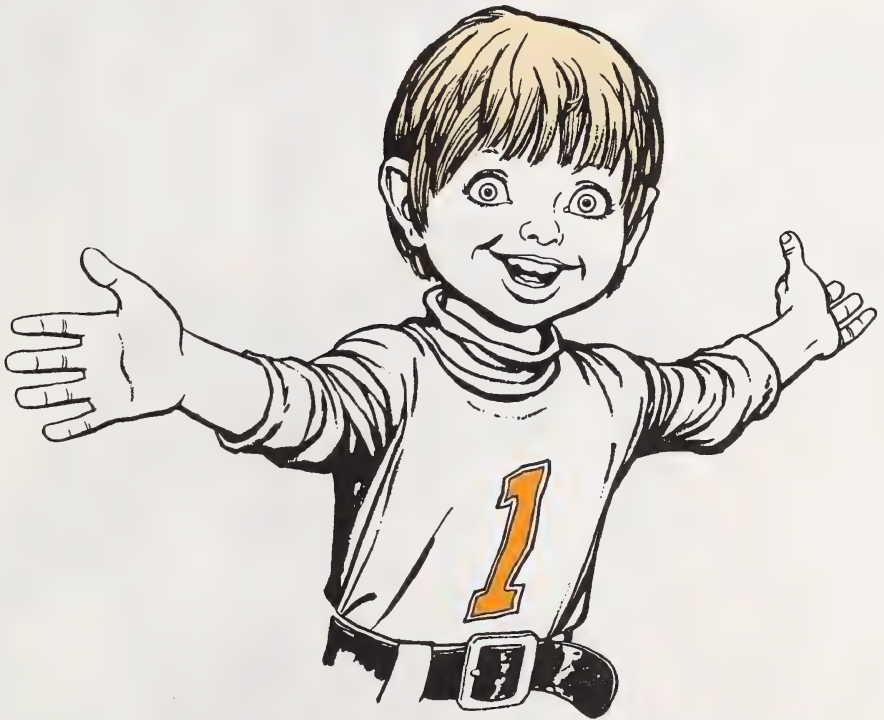
Activity 2: Using Tone of Voice

In Section 2 you thought about tone of voice. You learned that a person's tone of voice indicates the way the person is feeling.



Work with a partner and practise saying this statement the way each of the following people would say it:

"I have to leave now. If anyone calls, just say I've gone, and I won't be back today."



2.



3.



4.



5.



6.



Record yourself saying the statement as you think each of the six people would say it.



Listen to your recording and those of others who have done this activity.

Then listen to the companion audio program to hear more examples of how the statement could be said by each person.



Activity 3: Visualizing — “Evon & Me”

In Section 3 you listened to a poem being read and you tried to picture the scene in your mind.

When you were listening to “Grandpa’s Workbench,” you may have discovered that it was easier to visualize with your eyes shut. Others find it easier with their eyes open. But some people find visualizing difficult to do at all.

If you find it hard to see pictures in your mind, you should try to work on this skill. It makes reading much more fun.



When you visualize, you think about the writer’s words and the person, place, or thing being described. But you also think about your own experiences.

Remember that each reader will always visualize the word picture differently. That is one of the nice things about reading – you can imagine the scene however you like it. That is why you may be disappointed when you see a movie of a book you have read. The director’s ideas about the characters, setting, or action are not the same as yours. So what you see in the movie is not what you expected.

It is easier to visualize something you have actually seen. Try this activity.

Cover up the photographs in “Evon & Me.” Read the article again and try to picture in your mind what the writer is describing. If you have problems, look at the photographs. Then look away and try to picture the scene in your mind again.



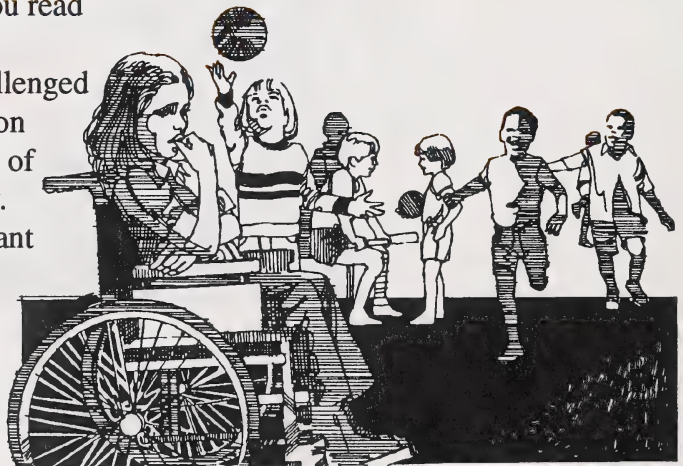
Enrichment



Activity 4: Helping People With Disabilities

In Section 1 you read “Evon & Me.”

Physically challenged people like Evon want to be part of the community. They do not want to be left out.



In order to fully join in community activities physically challenged people like Evon need to have the proper facilities, services, and job opportunities.



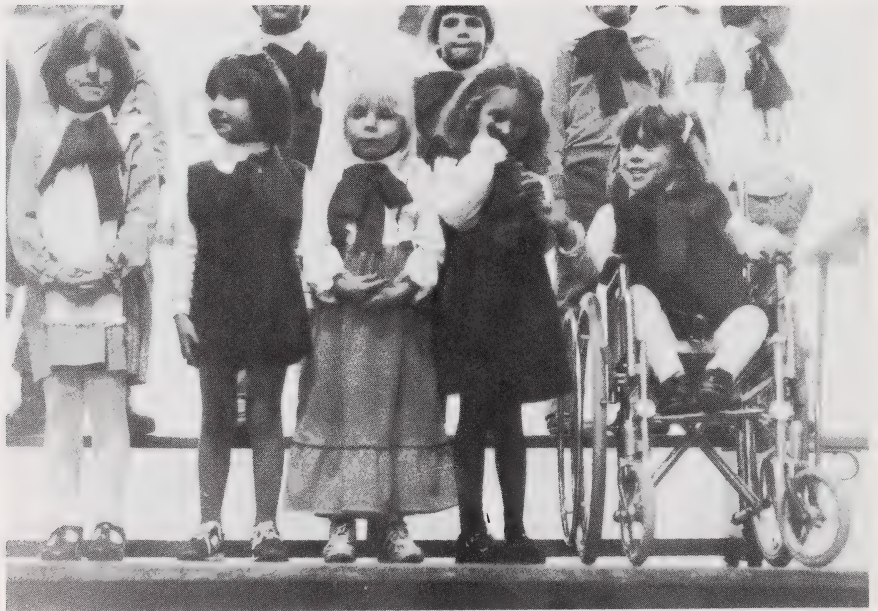
Investigate how your community is or is not meeting the needs of people with disabilities.

- What facilities and services are there for the physically handicapped?
- What else could your community do?



Share what you have learned with your learning facilitator and others.

In your assignment booklet you may wish to include a report about what you have learned.



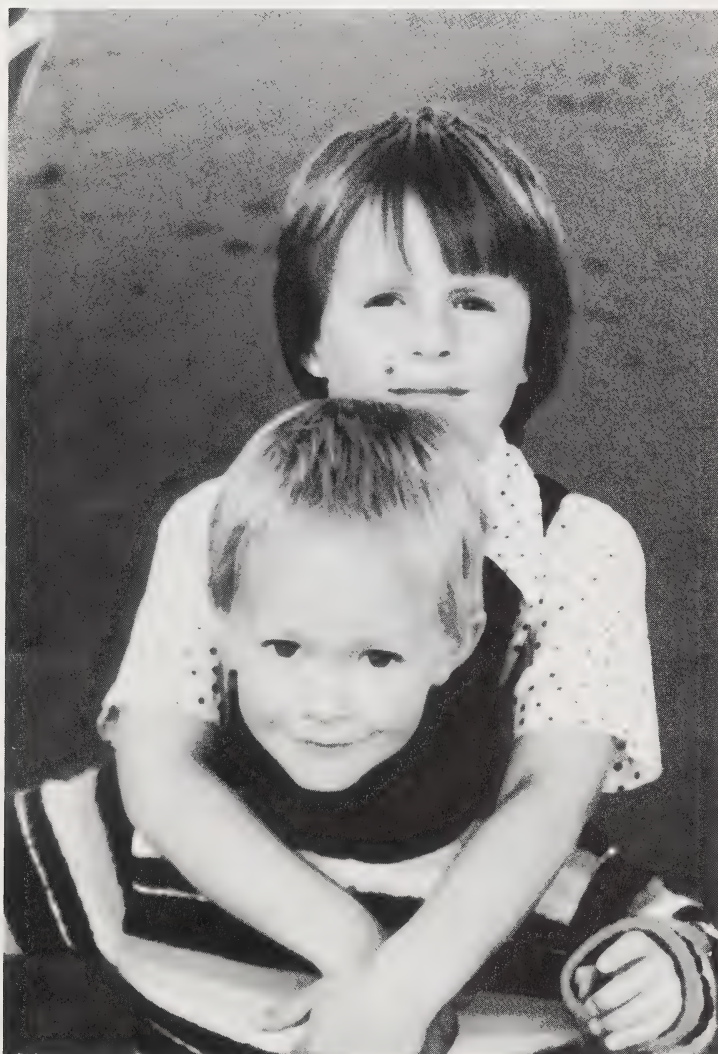
WESTFILE INC.



Activity 5: Role-Playing to Find Solutions

In Section 2 you thought about family squabbles and you role- played some of the situations described in “I Like My Family But”

Role-playing is also a way to find solutions to squabbles.



WESTFILE INC.



Look at the first photograph and comment on page 18 of *Springboards 4*.



With two other people brainstorm what the older child could have said and done differently to make the situation better.

Choose the words and actions that you think would be most helpful. Then role-play to see how the little brother and mother would behave in this situation.



You may wish to videotape your role-play and include it with this assignment booklet.



Discuss your role-play with your learning facilitator and others. Talk about questions like these:

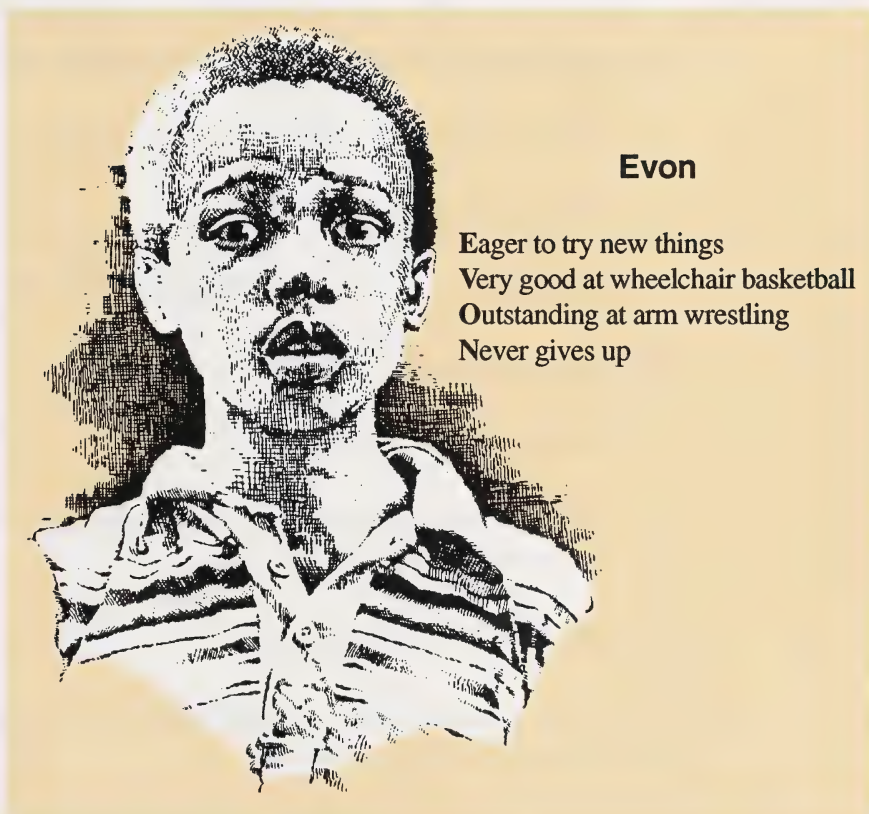
- How can role-playing help to find solutions to family squabbles?
- Would it be helpful if the people who are squabbling role-played their problem to see how they could behave differently?



Activity 6: Writing Acrostic Poems

In this module you have been thinking of family friends – brothers, sisters, parents, grandparents, and other relatives.

Write acrostic poems about the members of your family. Your poems can be serious or humorous. Here is an example of an acrostic poem.



You could attach the poems to a mobile to display them if you wish.

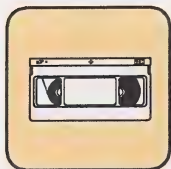
Share your poems with your family. You may wish to include your acrostic poems with the assignment booklet.



Activity 7: Writing a Play

In this activity you will write a short play of your own.

Watch the video *WRITER'S REALM: See What I'm Saying* to learn more about writing plays.



Prewriting Stage

Before writing your play, think about questions like these:

- Will my play be a comedy, mystery, science fiction ...?
- Where will the story take place?
- Who are my characters? What are their names?
- How will the story begin?
- What will be the problem?
- How will my characters solve their problem? Who will help or hinder them?
- How will the story end?

Try not to make the play too complicated. It may be better to have the action happen in one place.

Writing Stage

*Elementary
Language
Learning
Handbook*

Use the script format to write your play. You may find the information on writing plays in the *Elementary Language Learning Handbook* useful.

Editing and Revising Stage

Share the first draft of your play with others and ask for their suggestions. You could also have others read your script aloud to see if your dialogue and actions are realistic.

Proofreading Stage

Remember the COPS acronym. Check the capitalization, overall appearance, punctuation, and spelling.

Celebrating Stage

Perhaps you would enjoy working with a group to rehearse and present part or all of your play.

Note: You may wish to include your script with the assignment booklet.

Module Conclusion

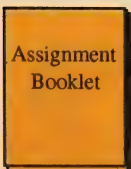


This module has been about important people – family members. You learned about other people’s families and thought about your own family.



Assignment

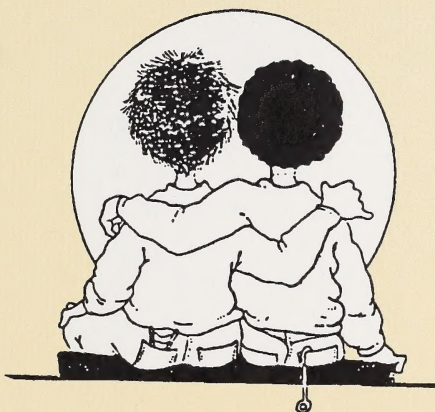
Now you are ready to share what you have learned in Module 4 with your teacher.



MODULE 4 ASSIGNMENTS

Turn to your Assignment Booklet and do the assignments for this module.

SUMMARY OF THE THEME



You and Me

In Modules 2, 3, and 4 you explored ideas and feelings about the special people in your life – your friends and family members.



With your learning facilitator and others discuss ways that you can celebrate completing this theme. Here are some suggestions for a theme party:

- Listen to music about friends and family members.
- Sing songs about the theme.
- Read aloud some of your stories or poems about friends and families.
- Make your favourite sandwiches. You may also wish to make sandwiches like those in “The Sandwich.”
- Put on a play, or watch a movie.





Language Learning Level 5 is available in themes or complete packages. Individual booklets cannot be purchased separately.

